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ABSTRACT

To assist educational leaders in understanding the implications of the transformation from an industrial to an information society, this paper cites selected societal changes. Among these are new information technologies that will give birth to new activities, processes, and products; and the existence of masses of data from which leaders must choose what is relevant to education. Several management models and instructional programs can help administrators inform themselves and alert others to both the unprecedented shifts in societal values and behavior, and the technology and knowledge explosion. Existing and planned models used in the District of Columbia are briefly described, including the Management Institute and the Principal's Center. Noting that the private sector and public agencies have been helpful in preparing students for an information society and technological future, career modules in several District of Columbia high schools are mentioned. (MLF)

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LEADERSHIP: THE CRITICAL VARIABLE

BY

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I HAVE CHOSEN TO CALL LEADERSHIP THE CRITICAL VARIABLE IN THE EDUCATIONAL ENTERPRISE, JUST AS IT IS IN OTHER ORGANIZATIONAL SPHERES. FOR EXAMPLE, I WOULD CITE SOME OF THE MORE PROMINENT PERSONALITIES: LEE IACOCCA IN THE AUTO INDUSTRY; KAREEM ABDUL JABAR AND BILLY MARTIN IN SPORTS; TOM BRADLEY IN LOS ANGELES AND MARIO COMO IN NEW YORK; STEVEN SPIELBERG IN THE MOVIE INDUSTRY; TERRELL BELL AND WILLIAM BENNETT IN EDUCATION; DIANE FEINSTEIN OR MARGARET THATCHER IN GOVERNMENT, AND OTHERS TOO NUMEROUS TO NOTE HERE. WHETHER OR NOT WE LIKE THEIR LEADERSHIP STYLES OR THEIR PERSONA, EACH OF THEM POSSESSES THAT "CRITICAL MASS" THAT CAUSES THINGS TO HAPPEN, THAT CREATES LOW-KEYED PERSUASIVE ACTION OR HIGH-KEYED, EYE-CATCHING RESULTS.

MUCH HAS BEEN WRITTEN ABOUT LEADERSHIP CHARACTERISTICS AND STYLES. ALL KINDS OF TAXONOMIES HAVE BEEN DEVELOPED IN ORDER TO MAKE THE CLASSIFICATION OF LEADERSHIP MODES RATIONAL AND THEREFORE UNDERSTANDABLE. ALL OF US WHO HAVE TAKEN THE FAIRLY TYPICAL COURSES IN ADMINISTRATION ARE FAMILIAR WITH SUCH TYPES AS LAISSEZ FAIRE, AUTOCRATIC, DEMOCRATIC AND SO ON. AND YET I SUSPECT, DESPITE THE EFFORTS OF PEOPLE LIKE TAYLOR AND MAX WEBER, WE HAVE NOT TOUCHED THE SUBSURFACE OF THE PSYCHOLOGICAL ICEBERG THAT PRODUCES EFFECTIVE LEADERSHIP. BUT I AM NOT HERE TODAY TO TALK ABOUT THE PSYCHIC MAKEUP OF LEADERS. WHAT I DO WANT TO ADDRESS IS LEADERSHIP IN THE INFORMATION AGE. I WAS ASKED TO BE INSPIRATIONAL, BUT I PROMISE YOU NO HOMILIES THIS DAY.

EA 018 104

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JOHN NAISBITT PERHAPS MORE THAN ANYONE ELSO SHOCKED OUR SENSIBILITIES TO THE REALITY OF THE INFORMATION SOCIETY IN WHICH WE LIVE. IN MEGATRENDS, NAISBITT POINTED OUT THAT "PROFESSIONAL WORKERS ARE ALMOST ALL INFORMATION WORKERS-LAWYERS, TEACHERS, ENGINEERS, COMPUTER PROGRAMMERS, SYSTEMS ANALYSTS, DOCTORS, ARCHITECTS, ACCOUNTANTS, LIBRARIANS, NEWSPAPER REPORTERS, SOCIAL WORKERS, NURSES, AND CLERGY. OF COURSE, EVERYONE NEEDS SOME KIND OF KNOWLEDGE TO DO A JOB. INDUSTRIAL WORKERS, MACHINISTS, WELDERS, JIG MAKERS, FOR EXAMPLE, ARE VERY KNOWLEDGEABLE ABOUT THE TASKS THEY PERFORM. THE DIFFERENCE IS THAT FOR PROFESSIONAL AND CLERICAL WORKERS, THE CREATION, PROCESSING, AND DISTRIBUTION OF INFORMATION IS THE JOB."

IT IS IMPERATIVE THAT THE LEADERSHIP IN EDUCATION UNDERSTAND THE IMPLICATIONS OF THIS PHENOMENON—THE TRANSFORMATION FROM AN INDUSTRIAL TO AN INFORMATION SOCIETY. NAISBITT GOES ON TO NOTE ABOUT THIS SHIFT IN SOCIETAL DIRECTION THAT:

- THE INFORMATION SOCIETY IS AN ECONOMIC REALITY, NOT AN INTELLECTUAL ABSTRACTION.
- INNOVATIONS IN COMMUNICATIONS AND COMPUTER TECHNOLOGY WILL ACCELERATE THE PACE OF CHANGE BY COLLAPSING THE INFORMATION FLOAT.
- NEW INFORMATION TECHNOLOGIES WILL AT FIRST BE APPLIED TO OLD INDUSTRIAL TASKS, THEN, GRADUALLY, GIVE BIRTH TO NEW ACTIVITIES, PROCESSES, AND PRODUCTS.
- IN THIS LITERACY-INTENSIVE SOCIETY, WHEN WE NEED BASIC READING AND WRITING SKILLS MORE THAN EVER BEFORE, OUR EDUCATION SYSTEM IS TURNING OUT AN INCREASINGLY INFERIOR PRODUCT.

- o THE TECHNOLOGY OF THE NEW INFORMATION AGE IS NOT ABSOLUTE. IT WILL SUCCEED OR FAIL ACCORDING TO THE PRINCIPLE OF HIGH TECH/HIGH TOUCH.

DATA SUPPORTING THE PREMISE THAT OURS IS AN INFORMATION AGE IS TO BE FOUND EVERYWHERE—NOT ONLY IN THE RESEARCH LITERATURE AND PUBLIC MEDIA BUT ALSO IN OUR SENSORY EXPERIENCE. WE ARE, ON THE ONE HAND, OVERWHELMED

BY A CONTINUING TIDAL WAVE; ON THE OTHER, WE CONSUME VAST AMOUNTS OF THE STUFF—TRIVIAL AS WELL AS RELEVANT.

FROM THE INDISCRIMINATE OCEAN OF DATA HURLED AT US, WE AS LEADERS MUST DISCRIMINATE WHAT IS RELEVANT TO THE BUSINESS OF EDUCATION. A CASUAL EXERCISE OF DISCRIMINATION MIGHT YIELD THE FOLLOWING:

- o EMPLOYEES ASKED ABOUT MAJOR SOURCES OF INFORMATION ABOUT THEIR COMPANIES SAID IN DESCENDING ORDER:
  - GRAPEVINE 66%
  - SUPERVISOR 47%
  - COMPANY PUBLICATIONS 42%
  - MEMOS 40%
  - BULLETIN BOARDS 38%
  - MANAGEMENT MEETING 29%

I ASK YOU, IS THAT INFORMATION OF VALUE TO YOU AS AN ORGANIZATIONAL LEADER?

- o OR CONSIDER THIS PIECE OF INFORMATION INTELLIGENCE ABOUT THE PERCENTAGE OF ADULTS REACHED BY THE MEDIA IN THE AVERAGE DAY:

	(1980)	(1985)
— TELEVISION	87%	88%
— RADIO	68%	63%
— NEWSPAPERS	71%	59%
— MAGAZINES	32%	25%

THE DATA CONFIRM WHAT WE ALREADY KNOW: THE AMERICAN PUBLIC IS READING LESS AND STARING MORE. BUT WHAT IMPLICATIONS DOES THIS INFORMATION HAVE FOR US LEADERS WHO ARE CONCERNED ABOUT PRODUCING LITERATE STUDENTS AND CITIZENS.

- AS FOR EMPLOYMENT TRENDS (A CLOSE STUDY OF WHICH IS IMPORTANT TO US AS WE DEVELOP CURRICULA FOR YOUTH WHO WILL ENTER THE LABOR MARKET OVER THE NEXT 10 YEARS), NOTE THAT SERVICE INDUSTRIES WILL GENERATE NEARLY 20 MILLION NEW JOBS BY 1995, ABOUT 75% OF THE NATION'S JOB GROWTH:

TOTAL EMPLOYMENT IN MILLIONS

	1980	1995
WHOLESALE/RETAIL TRADE	**20.6**	**26.8**
GOVERNMENT	**7.5**	**8.0**
FINANCE, INSURANCE, REAL ESTATE	**5.4**	**7.2**
TRANSPORTATION, COMMUNICATIONS, PUBLIC UTILITIES	**5.7**	**6.9**
OTHER SERVICES (INCLUDING HEALTH, EDUCATION, LEGAL, BUSINESS)	**27.5**	**37.2**

I AM SUGGESTING THAT THE EDUCATIONAL LEADERSHIP MUST SIFT THROUGH AN IMPOSSIBLE VOLUME OF INFORMATION FOR THOSE DATA THAT SHOULD EFFECT WHAT IS TAUGHT IN OUR SCHOOLS. AT THE SAME TIME WE SEEK TO INFORM OURSELVES ON THE TRANSFORMATION OF SOCIETY, WE AS LEADERS MUST ALERT OTHERS—STUDENTS, STAFF AND PARENTS—TO THE

UNPRECEDENTED SHIFTS IN SOCIETAL VALUES AND BEHAVIOR, THE NUCLEAR-LIKE EXPLOSIONS IN TECHNOLOGY AND IN KNOWLEDGE ITSELF.

GIVEN WHAT I WOULD REGARD AS SUBSTANTIAL EVIDENCE THAT INFORMATION AND TECHNOLOGICAL LITERACY ARE THE CRITICAL COINS OF EXCHANGE, WE AS CEO'S IN THE BUSINESS OF SCHOOLING ARE BOUND TO DEVELOP MANAGEMENT MODELS AND INSTRUCTIONAL PROGRAMS THAT ANTICIPATE THE FUTURE. JUST A FEW WORDS, THEN, ABOUT WHAT OUR SCHOOL SYSTEM IS DOING IN THE AREAS OF LEADERSHIP TRAINING AND INSTRUCTIONAL PROGRAMS.

MANAGEMENT MODELS. BECAUSE THEY ARE RELATIVELY RECENT INNOVATIONS, I WANT TO TELL YOU ABOUT OUR MANAGEMENT INSTITUTE, IMPLEMENTED IN 1984, AND A PROPOSED PRINCIPAL'S CENTER.

IN PARTNERSHIP WITH THE WASHINGTON, D.C. METROPOLITAN CHAPTER OF THE AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT AND 11 MAJOR CORPORATIONS, WE SET OURSELVES

TO DESIGN NEW LEADERSHIP AND MANAGEMENT STRATEGIES AT CRITICAL LEVELS OF SCHOOL SYSTEM OPERATIONS. WE WANTED, THROUGH THE MANAGEMENT INSTITUTE, TO ENHANCE THE STAFF'S MANAGERIAL SKILLS AND, SO, CALLED UPON EXPERTS FROM THE BUSINESS COMMUNITY TO SHARE THEIR MANAGEMENT PRACTICES WITH US IN COURSES, WORKSHOPS AND SEMINARS, USUALLY AT CORPORATE TRAINING CENTERS. PARTICIPANTS ARE REQUIRED TO COMPLETE THREE LEVELS OF TRAINING: INTRODUCTORY, INTERMEDIATE, AND ADVANCED. "ALTHOUGH NOT ALL BUSINESS PRACTICES MAY BE APPLICABLE TO SCHOOL SYSTEMS, APPROPRIATE PRACTICES CAN BE APPLIED TO SEVERAL INDIVIDUAL AND ORGANIZATIONAL NEEDS ASSESSED TO BE CRITICAL IN IMPROVING OUR EDUCATIONAL OPERATIONS." (MCKENZIE)

THE PRINCIPAL'S CENTER IS NOT YET OPERATIONAL ALTHOUGH PRINCIPALS HAVE BEEN INVOLVED IN DEVELOPMENTAL ACTIVITIES THAT PARALLEL ITS INTENT. ITS MAJOR OBJECTIVES, NEVERTHELESS, ARE TO:

- DESIGN AND IMPLEMENT IN-SERVICE PROGRAMS BASED ON THE IDENTIFIED NEEDS OF ADMINISTRATORS;
- DESIGN, ESTABLISH, COORDINATE AND MAINTAIN PROGRAMS OF CREATIVE RENEWAL FOR ADMINISTRATORS;
- IDENTIFY, DEVELOP AND USE A RESOURCE DATA BANK OF LOCAL, NATIONAL, AND INTERNATIONAL TALENT;
- PREPARE AND DISSEMINATE INFORMATION ABOUT SUCCESSFUL SCHOOL IMPROVEMENT PROGRAMS AND PRACTICES.

THE CENTER FOCUSES PRIMARILY ON THE NEEDS WHICH 93% OF OUR PRINCIPALS AND ASSISTANT PRINCIPALS IDENTIFIED. THEY NOTED THAT THEIR IMMEDIATE CONCERN AND TOP PRIORITY WAS TO IMPROVE THEIR MANAGEMENT TECHNIQUES. THESE SCHOOL LEVEL LEADERS ALSO CITED PROGRAM DEVELOPMENT AND EVALUATION, PUBLIC RELATIONS, STAFF AND STUDENT MOTIVATION, STAFF EVALUATION, AND UNION ISSUES.

WHILE GEARING UP FOR THE CENTER, SELECTED PRINCIPALS HAVE PARTICIPATED ALREADY IN:

- THE MANAGEMENT INSTITUTE,
- THE HARVARD PRINCIPAL'S CENTER,
- THE DANFORTH FOUNDATION FELLOWS PROGRAM, AND
- THE PRINCIPAL'S INSTITUTE AT PEABODY COLLEGE, VANDERBILT UNIVERSITY.

THE 1985-86 SCHOOL YEAR WILL SEE THE ESTABLISHMENT OF THE LEADERSHIP DEVELOPMENT PROGRAM AND THE EXPERTS-IN-RESIDENCE PROGRAM. BY

1987-88 THE EMERITUS PRINCIPALS' PROGRAM WILL BE IN PLACE, AS WILL A RESEARCH LAB FOR ADMINISTRATIVE PLANNING.

I WILL NOT RISK TESTING YOUR PATIENCE BY DESCRIBING WELL-ESTABLISHED LEADERSHIP TRAINING AND DEVELOPMENT ACTIVITIES THAT ARE AT THIS POINT FIRMLY INSTITUTIONALIZED.

INSTRUCTIONALIZED PROGRAMS. YOU MAY HAVE NOTED THE PROMINENCE OF THE PARTNERSHIP CONCEPT IN OUR ORGANIZATIONAL THINKING. IT IS IN THE AREA OF INSTRUCTION AND CURRICULUM THAT THE PRIVATE SECTOR AND PUBLIC AGENCIES HAVE BEEN MOST HELPFUL TO US IN PREPARING STUDENTS FOR AN INFORMATION SOCIETY AND TECHNOLOGICAL FUTURE. I WANT, THEREFORE, TO MENTION THE CAREER MODULES IN SEVERAL OF OUR HIGH SCHOOLS. (NOTWITHSTANDING WOODROW WILSON'S COMPLAINT THAT CHANGING THE CURRICULUM IS ABOUT AS IMPOSSIBLE AS MOVING A GRAVEYARD, WE DID EFFECT SOME CHANGES.)

EVER SO BRIEFLY I WANT TO MENTION:

- THE FIVE PUBLIC/PRIVATE PARTNERSHIP PROGRAMS, ADMINISTERED BY THE SCHOOL PRINCIPALS AND IMPLEMENTED BY ON-SITE PROJECT COORDINATORS, OPERATE AS SCHOOLS-WITHIN-SCHOOLS. THEY ARE: ENGINEERING; HOSPITALITY AND CULINARY ARTS; BUSINESS AND FINANCE; COMMUNICATIONS; AND HEALTH CAREERS. RIGOROUS ACADEMIC PREPARATION IS COMBINED WITH COMPUTER-ASSISTED INSTRUCTION, TECHNICAL AND EMPLOYABILITY SKILLS, AND COMPUTER SCIENCE STUDIES IN EACH OF THE PROGRAMS.
- IBM HAS JOINED THE SCHOOL SYSTEM IN A NATIONAL MODEL SCHOOL COMPUTER LITERACY PROGRAM. THE COMPANY IS PROVIDING PERSONAL COMPUTERS WITH APPROPRIATE SOFTWARE, PROFESSIONAL

DEVELOPMENT COURSES TO CLASSROOM TEACHERS, AN ENRICHED CURRICULUM, AND CLASSROOM INSTRUCTION.

- o A COMPUTER REPAIR TECHNOLOGY PROGRAM AT BALLOU SENIOR HIGH SCHOOL ALSO WAS DEVELOPED IN COOPERATION WITH THE DIGITAL EQUIPMENT CORPORATION; THIS PROGRAM TRAINS STUDENTS HOW TO REPAIR AND SERVICE TECHNOLOGICAL EQUIPMENT.
- o GTE CORPORATION SELECTED THE DISTRICT OF COLUMBIA TO PARTICIPATE AS ONE OF FOUR STATES NATIONWIDE IN A MODEL MATH/SCIENCE DEMONSTRATION PROJECT. FOUR TEAMS OF DCPS MATH AND SCIENCE TEACHERS WERE CHOSEN FOR SPECIAL TRAINING OPPORTUNITIES IN THE SUMMER OF 1984; BASED ON THESE EXPERIENCES, THEY PLANNED HOW TO INFUSE INNOVATIVE PROGRAMS INTO THE SCHOOL'S MATH AND SCIENCE CURRICULA IN THE COMING YEAR.
- o IN OCTOBER 1983, PRESIDENT REAGAN ANNOUNCED THE WHITE HOUSE "ADOPTION" OF CONGRESS HEIGHTS ELEMENTARY SCHOOL. BY THE END OF THE SCHOOL YEAR, 38 FEDERAL AGENCIES—INCLUDING THE STATE DEPARTMENT, NASA, GENERAL SERVICES ADMINISTRATION, THE DEPARTMENT OF EDUCATION, THE FEDERAL TRADE COMMISSION AND THE U.S. POSTAL SERVICE—HAD BEEN PAIRED WITH D.C. PUBLIC SCHOOLS. EACH AGENGY WAS MATCHED WITH A PARTICULAR SCHOOL BASED ON THE AGENCY'S RESOURCES AND INTERESTS AND THE SCHOOL'S NEEDS. MORE THAN 130 AGENCIES HAVE EXPRESSED AN INTEREST IN THESE "PARTNERSHIPS IN EDUCATION."

AN INFORMATION/TECHNOLOGICAL SOCIETY SHOULD NOT SUBSIST ON SCIENCE AND MATHEMATICS ALONE. THERE MUST ALSO BE THE HUMANIZING INFLUENCES OF THE ARTS. UNDERSTANDING THIS IMPERATIVE, WE HAVE HAD FOR A DECADE NOW THE DUKE ELLINGTON HIGH SCHOOL OF THE ARTS. IN

1982 THE MOBIL CORPORATION LENT FINANCIAL SUPPORT TO THE D.C. CHAPTER OF YOUNG AUDIENCES INCORPORATED, AN ORGANIZATION WHICH PROVIDES SCHOOLS WITH MUSIC, DANCE AND THEATRE PROGRAMS AS WELL AS INSTRUCTIONAL WORKSHOPS AND ARTISTS IN RESIDENCE.

GIVEN THE CHANGES MY RECENT PREDECESSORS AND I HAVE BEEN ABLE TO EFFECT IN OUR INSTRUCTIONAL PROGRAMS, I THINK WILSON'S CEMETERY CAN BE MOVED. WHAT IS REQUIRED IS ENERGETIC LEADERSHIP AT ALL LEVELS OF THE ORGANIZATIONAL HIERARCHY. I AM NOT SURE THE (JAMES) KILPATRICK NOSTRUM—"FIND OUT WHERE THE PEOPLE WANT TO GO, THEN HUSTLE YOURSELF AROUND IN FRONT OF THEM."—I'M NOT SURE THAT'S ENOUGH. IN THIS INFORMATION AGE EDUCATION LEADERS MUST ASSESS WHAT THE NEEDS OF THE SCHOOLS AND STUDENTS ARE AND "HUSTLE" THE RESOURCES TO MEET THEM. THAT IS THE CHALLENGE TO TODAY'S LEADERSHIP.

THANK YOU.